NATIONAL CONGRESS BULLETIN

NOVEMBER 1946 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 14, NO. 3

Dear Local Presidents:

Mrs. L. W. Hughes

Last month in my message to you I announced our new *four-point program*. Since then I have received many letters commending our organization for giving emphasis to the four areas we have selected for special consideration. I want to take this opportunity to thank all of you who commented so favorably on the program. I appreciate your wholehearted support and readiness to do your part in making it a success.

I have asked our national chairmen to help us outline the specific projects and activities on which we will concentrate. Their response has been all that I hoped it would be, and immediately following our Board meeting in New Orleans, December 2–6, you will receive full information about our plans for putting the program into action.

Meanwhile, preparatory to getting those plans under way, it might be well for all of us to start listing some of the questions that come to our minds when we think of *school education, health, world understanding,* and the twin subjects of *parent education* and *home and family life.* What are the most serious problems facing us in these fields, and what are the underlying causes of these problems?

About our schools. For example, I've been told that more than 600,000 teachers have left the teaching profession since 1939 for jobs in other fields. Why? Were they all dissatisfied with their salaries? Or are there other reasons why so many trained teachers have forsaken their classrooms?

About our health Why were so many Americans physically unfit to serve in the armed forces? Why are our rates of infant and maternal mortality so high? Why has the health of rural people been steadily declining during the past twenty-five years? Is the answer that many citizens cannot pay for adequate health services and medical care? Are all available health facilities being used in our communities? Are we educating too few doctors?

About this one world of ours. When it comes to world understanding we need not fear that the subject is too complex, too remote for the average citizen to deal with it constructively. I have just come from a meeting in South Kortright, New York, attended by women from fifty-four different nations. I met them all; I talked with most of them. They came from South Africa, Iraq, Iran, China, Bulgaria, Denmark, Holland, Norway, Sweden, France, the countries of South America and the nearby islands, and yes, from Italy and Germany too.

These women were sent by their governments to meet here at the invitation of the American Women's Voluntary Services. Some of them had just enough money to take them back home. Some were wealthy—as, for instance, a princess from Iran.

At that meeting I was impressed by two things: first, the great faith of all these women in *us*—in the United States as the nation that can lead the world in tolerance and understanding; and second, the fact that they want for their children the selfsame things that you and I want for ours—good homes, education, health, a peaceful world.

As I go about the country representing the National Congress, I am more and more convinced that it is from the hearts of the women of the world that will come the greatest and most significant drive for permanent peace on earth. But we cannot get it without striving for it. Nor can we get good schools, good teachers, and good health for our children unless we roll up our sleeves and go to work.

About parents and parenthood. As for questions in the fields of parent education and home and family life, you as P.T.A. members know them well. You know the status of parent education in your own communities. You know how many parents have not yet been reached by your association. Analyze the reasons as frankly as you can. Ask yourselves whether you are doing all you can to stem the rising tide of juvenile delinquency and divorce. Ask yourselves, too, how well the young people of your community are being trained for their own family life, their own careers as parents.

A four-way endeavor. Recently some of our nationally known commercial magazines have been publishing articles on the crisis in education. Articles are good as far as they go, but they don't go far enough. It takes action to get things done, and action requires people and organization and planning. That is where we, the parent-teacher members of the country, come in. Our four-point program will be one of organized action, reinforced and supported by articles in *our* P.T.A. press—the *National Parent-Teacher,* the *National Congress Bulletin,* and our state bulletins, by discussion forums, and in speeches. Once we get the program under way there will be plenty for each of us to do to achieve the goals we shall set for ourselves. So stand ready to gear your present program to an all-out, nation-wide, Congress-wide effort.

* * *

And now may I close with a thought for Thanksgiving? Let each of us be truly thankful for the many blessings bestowed on us by Divine Providence. Let each of us also be thankful that we have the opportunity and the resources —both natural and human—to build the kind of world in which every child will have the benefits envisioned in our four-point program.

Sincerely yours,

Mabel W. Hughes

President
National Congress of Parents and Teachers

THE YOUNGEST BAXTER

Sandy Baxter

Here is a picture of Sandy, the youngest member of our Baxter radio family. Isn't he just everything you thought he'd be?

In real life Sandy's name is Bobby Bernard Bio, and he's already a veteran in the world of radio and photographic modeling. His career began at the age of three, when he modeled boys' clothes for a mail order catalogue. This and similar jobs paid his way through dramatic school, where he enrolled when he was four. In addition to radio roles, Bobby has appeared in several dramatic productions given by Little Theater groups in Chicago. He is the youngest paid member of the city chapter of the American Federation of Radio Artists.

Bobby somehow hopes to be an airplane pilot and radio star at the same time, and he spends his leisure hours building models of the planes he hopes to fly. His favorite pets are a dog named Penny and several baby turtles of which he is extremely fond.

ARE YOU LISTENING TO THE BAXTERS EVERY WEEK?

Are you one of the 3,000,000 persons who listen each Saturday to our national P.T.A. radio program? If not, this is a cordial invitation to you to tune in next Saturday. The program will come to you over your NBC station at 1:30 p.m. Central Standard Time. Refer to your local newspaper for local broadcast time.

DRIVER TRAINING IN OUR HIGH SCHOOLS

AMONG the outcomes of President Truman's Highway Safety Conference was a recommendation that the several states call meetings to put into effect the action program suggested at the conference. Many of the states have already held such meetings, and others are planning to do so in the near future.

Nation-wide endeavor in the field of traffic safety requires no legislation, but it does need funds, a great deal of promotion, and emphasis in the school curriculum. In this connection, it is noteworthy that the Highway Safety Conference specifically suggested that driver training be given in all high schools on a state-wide basis. Parent-teacher associations can assist in the promotion of a program affecting more than thirty million young people enrolled in the schools of the nation by devoting time at a parent-teacher meeting to discuss this subject.

Safety in the Elementary Schools

At the elementary level such assistance can be provided by asking the school principal to discuss the following points with parents and parent-teacher members in an open forum:

1. *The seriousness of the problem.*
2. *The specific problems of the local school district.*
3. *The coordination of school, home, and community relationships.*
4. *The importance of enlisting P.T.A. support in helping pupils learn to use the streets and highways safely.*

The Program in the Secondary Schools

On the secondary level both the parents and community as a whole have a definite responsibility for developing a program to reduce the toll of traffic deaths among high school youth. Members of the board of education, the school principal, and parents should discuss together the value of driver education and training in the high school curriculum.

The secondary school should be responsible for:

1. *Providing a comprehensive program of driver education and training.*
2. *Solving administration problems connected with this program.*
3. *Solving problems of finance.*
4. *Securing adequate preparation for teachers in service.*

The chief function of parent-teacher associations, on the other hand, should be to seek public assistance and support by informing the community of the aims, nature, and scope of the school traffic safety program.

The Importance of Teacher Preparation

The effectiveness of the schools' safety program depends ultimately on teacher preparation in this field. Whether or not children in elementary school develop safe practices and attitudes as pedestrians or bicyclists depends to a large extent on the day-by-day efforts and attitudes of their teachers. And if secondary school students are to become skilled auto drivers, they must be taught by competent, well-prepared teachers. Yet many teachers completed their college training at a time when little attention was given to this subject. Therefore it is essential that they now receive adequate preparation in driver education.

Traffic safety is a subject that goes far beyond the mere acquisition of information about driving rules, regulations, and safe practices. It embraces the teaching of skills and the development of good attitudes. Only a capable and resourceful teacher can provide the kind of instruction needed. Nothing less than a vitalization of the whole program of teacher preparation will meet present-day needs in traffic safety education.

Ohio Convention Well Publicized

Ohio's state publicity chairman, Mrs. N. J. Reiff of Lakewood, has been achieving excellent publicity for parent-teacher activities in her state. Before the annual state meeting in Columbus she sent preconvention news to ninety-eight Ohio newspapers. Then the convention itself was fully reported, not only by Columbus reporters but by three other newspapers that sent their P.T.A. editors to cover the meeting. Through cooperation with the radio chairman, a preconvention radio program was arranged, and a ten-station hookup carried a broadcast of the opening session. And during the convention three editions of a state *Convention News* were printed and distributed to the 1,200 delegates in attendance.

BOTH PARENTS

SHOULD BE MEMBERS OF

THE P.T.A.

ALL of us know that *both* parents are essential to the best development and growth of young people. Each mother and father plays an important role in the life of a child, and their combined contributions are integral parts of a youngster's experience. Moreover, an effective home—one that is truly a worth-while unit of society—must have a cooperative plan whereby each member does his bit to achieve a united family life. We have found that whenever a father and mother face their responsibilities intelligently and courageously together, there you will find a home where cooperation and understanding abide.

• Likewise the National Congress of Parents and Teachers—seeking, as it does, the welfare of children—needs the assistance and guidance of *both* parents. The schools have students from both sexes, and we must have leaders from both sexes. Most children and young people appreciate the participation of both father and mother in school and community life and point with pride to the activities of their parents.

• By emphasizing, then, the fact that P.T.A.'s need the influence and support of *fathers as well as mothers,* each local association should be able to enlist men and women in the 1947 membership enrollment. If men are shown the worth of parent-teacher projects and policies, they will soon see that there is a need for their services in the community.

• The program of the National Congress is chiefly one of education, and men are leaders in this significant field. Who are the presidents of our colleges and universities? The deans of our schools of higher learning? The principals of our high schools? The superintendents of public instruction? The members of school boards? The school trustees? Usually these and other educational leaders are men—men who are interested in our important fields of activity and are therefore invaluable to our organization. All educators should be approached and enlisted in the parent-teacher movement.

• However, let us remember that men's interests are not confined to education or business or industry. Modern fathers often have a broad knowledge of child care and nutrition, and they are also concerned about the very projects that lie within our realm of interest—community betterment, juvenile protection, recreation, legislation, school equipment and facilities, transportation, and many others. If our program is presented to them in the proper way, each one may discover his own preferred field of contribution.

• In order to reach the men of the community, the local unit should hold its meetings at a time when fathers may attend and participate in the programs. Men should serve as officers, chairmen, members, committee participants. They make excellent chairmen for committees such as radio, recreation, membership, school education, music, *National Parent-Teacher: The P.T.A. Magazine,* playgrounds, finance and budget, and others.

• The parent-teacher association is working toward a fullness of life for all families in the nation. The accomplishment of this goal will require the united efforts of both men and women. Accordingly, let us face present-day issues, study our problems, and work industriously at the job that is ours. The National Congress covets for every child a home where he may learn and *practice* democratic living. We have an organization that is willing and eager to assist the homemakers of our country—not only mothers but fathers, too.

• We now have more than one million men in membership. Wouldn't it be wonderful if we could announce at the Golden Jubilee convention in 1947 that we have *as many men* as women in the National Congress of Parents and Teachers? Let us make it a point to invite BOTH PARENTS to join the P.T.A.

Clara M. Beckham

National Chairman
Committee on Membership

CHANGE IN 1947 CONVENTION DATES

RECENT circumstances made it necessary for us to consider a change in the dates for the Golden Jubilee convention next spring. The matter was duly presented to members of the Executive Committee who voted in favor of the change. Accordingly, the new dates for the convention are:

JUNE 2–3–4, 1947!

Preconvention meetings will be held May 29–June 1, and postconvention sessions are scheduled on June 5–6. The convention management committee has been notified of the change, and plans will go steadily forward to make our fiftieth anniversary meeting one of the highlights of our Golden Jubilee year.

WHAT OUR CONGRESS PARENT-TEACHER GROUPS *Are Doing*

"Tandem Twins"

From Margetta Jung, director of publicity and program in the Texas Congress, comes word of a novel experiment that is being tried this year by the Wooldridge P.T.A. in Austin. The members of this association reasoned that if couples shared responsibilities at home, why not in the P.T.A.? Accordingly several husbands and wives now share certain chairmanships suited to such a cooperative arrangement. (Some P.T.A. positions, of course, are handled most efficiently by only one person.)

> A professor, who is an authority on health and physical education, heads the recreation program for the year, ably assisted by his wife. An architectural engineer and his wife are co-chairmen of the building and grounds committee, while a publishing representative and his wife are in charge of publications. Eight other couples are also successfully serving as "tandem twins" at the head of committees.

Without the dual chairmanship plan, the talents of some of these men and women might have been lost to parent-teacher service. And the idea is paying dividends in another way, too, for at the first meeting of the year, out of the total attendance of 153 members, 47 were men!

High School Paper Promotes P.T.A. Membership

A school newspaper in Carrington, North Dakota, the *Carrington High Sentinel,* gives front-page prominence in an October issue to our parent-teacher membership card and a promotion article on local and national membership goals. Mrs. C. H. Hunstad, Carrington's membership chairman, is quoted in an effective statement about membership in the local association.

F. Ray Rogers, membership chairman of the North Dakota Congress, forwarded the newspaper to us as an example of what can be done by this type of publication. We would all do well to remember that the local school paper is an excellent vehicle for publicizing our activities and objectives. High school students are interested in what the P.T.A. does for them, for their younger brothers and sisters, and for the community as a whole. Moreover, the school paper is often read by parents who have not yet joined the P.T.A. but may do so when they hear more about its worth-while achievements. Urge your chairmen to keep in touch with the high school editorial staff on projects that may merit space in the school newspaper.

Ready Early

Last June the membership committee of Montgomery Blair High School at Silver Spring, Maryland, decided to carry on parent-teacher membership enrollment throughout the summer months. As a result, the Blair P.T.A. boasted 226 paid membership registrations *before the first day of school!* We heartily commend the members of this association for their remarkable pre-term enrollment. Perhaps they even hold the record for off-season registrations. If your unit has had a larger number, be sure to let the *Bulletin* know!

Parents *Can* Influence Radio

Recently the New Jersey Congress proved what can be done by an intensive, well-timed effort. The state radio chairman encouraged parents to write to radio stations and state their opinions about children's programs but reasoned that a slow stream of such correspondence wouldn't be half so effective as concentrated action. Thereupon a specific letter-writing date was set, and parents all over the state voiced their approval or objection to certain programs. Apparently the barrage of letters achieved the desired aim, for many explanations and promises regarding the less desirable programs were immediately forthcoming from several major stations!

This photograph of the officers of the Ironwood Council, Ironwood, Michigan, was taken last Founders Day, when the council sponsored a half-hour broadcast over Station WJMS, the local radio outlet. Newport, Sleight, Central, and Norrie P.T.A.'s were the Ironwood associations that cooperated in presenting the program.

Mississippi Honors Its Teachers

Mississippi has pioneered in setting aside a special day for recognition of teachers' service to the children of the state. Acting on a suggestion from the state congress, the governor of this state each year proclaims the third Sunday of October as Teacher Appreciation Day. On this date church observances pay tribute to the school faculty, and all teachers are honored in other ways as well. A special effort is made to invite them into the homes of the community and to sponsor an afternoon reception or some similar type of social event especially for them. P.T.A.'s are particularly urged to carry this spirit of friendliness on into the winter months, so that the bonds of unity between home and school may grow stronger each year.

Nevada P.T.A.'s Are on the Air

Although the Nevada Congress was organized only six years ago, it shows signs of being a precocious "youngster"! In the field of radio, for example, Nevada P.T.A.'s are making themselves heard throughout the state. *The P.T.A. Broadcast,* sponsored by the Las Vegas Council, Las Vegas, Nevada, goes on the air every Wednesday afternoon, not just during the school year but through the summer months as well. This educational program is presented by each of eight city schools.

Thousands of P.T.A.'s are making the promotion of *National Parent-Teacher: The P.T.A. Magazine* one of their major parent education projects of the year. Are the parents of your association familiar with it?

NATIONAL CONGRESS BULLETIN

Volume 14 NOVEMBER 1946 Number 3

Published monthly from September through May, bimonthly June and July, at 600 South Michigan Boulevard, Chicago 5, Illinois, by the National Congress of Parents and Teachers. Subscription price: 20 cents a year. Entered as second class matter September 27, 1946, at the post office at Chicago, Illinois, under the Act of March 3, 1879. Additional entry at Aurora, Illinois, December 21, 1939.

The Parent-Teacher Movement Goes Overseas

• Our national president's brother, Col. Hartwell N. Williams, has sent an interesting item published in the *Army and Navy Journal* of October 26. From it we learn that an association of parents and teachers has been organized in the American school for children of military, naval, and civilian personnel on duty with the U.S. Army Occupation Forces in Tokyo. Nine committees have been set up to help assure these school children of educational facilities on a par with those in the United States.

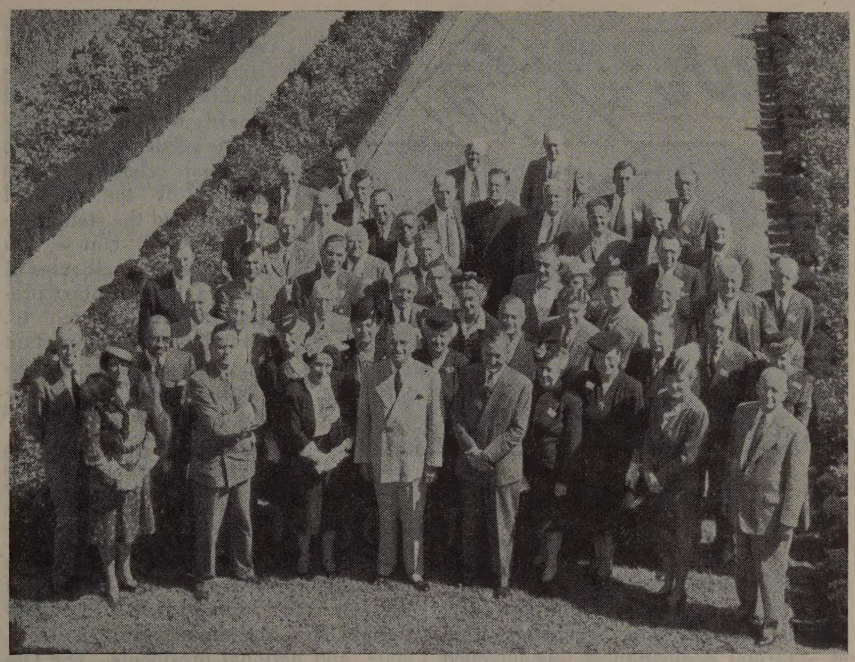
The president of the newly organized P.T.A., Colonel B. L. Paige of G-3, General Headquarters, has already announced the names of the chairmen who will head these committees: constitution and bylaws, program, membership, religious education, transportation, cafeteria, building and grounds, kindergarten, and music education.

Major W. W. Allen, Personnel Division, Adjutant General's Office, who is a member of the program committee, has written to us for material. His letter points out that "the P.T.A. of this school is unique in that it is actually the governing body of the school in addition to performing the normal functions of a stateside P.T.A." He states that there are approximately 250 students in grades from kindergarten through the twelfth grade and that a much higher enrollment is expected this January.

• A parent-teacher association similar to the one in Tokyo is also being organized in connection with one of the American schools in Germany. A future issue of the *Bulletin* will carry news of its progress.

In these parent-teacher units formed in military areas, we see ample proof that our P.T.A.'s here in America have made a good and lasting impression. These new overseas associations may well serve as models for other units that will extend the parent-teacher movement in an ever widening circle of service to children and youth.

OUR Congress publications are becoming widely known beyond the borders of our own country. Recently the Department of Education of the Province of Nova Scotia purchased one hundred copies of *Children Who Are Exceptional* and twenty-five copies of *The Preschool Age—A Period of Promise.*



Shown here are members of the UNESCO National Commission, which met September 23–28 in Washington, D. C. In the second row, center, directly behind President Truman (and a bit to the left, as you face the photograph) stands Mrs. L. W. Hughes, National Congress president; to the right is Mrs. Pearl A. Wanamaker, president of the National Education Association. These delegates, representing some fifty national organizations, were organized as an advisory body to assist the Department of State on matters relating to the activities of UNESCO.

TELL US WHAT YOUR P.T.A. DID ABOUT IT!

IN JANUARY 1945 we distributed 45,000 copies of *Juvenile Guidance: A Plan for Action* for use of P.T.A.'s in combating juvenile delinquency. This 38-page pamphlet was prepared by a special committee of the National Congress of Parents and Teachers. It received many favorable comments from educators, social workers, child development specialists, and others concerned about the alarming increase in crime among teen-age children.

- **Did your association receive a copy of this publication?**
- **Did your executive committee discuss its contents and take any action in following up the suggestions in it?**
- **Did you find the material helpful in combating this alarming problem?**

We are preparing an article on this subject and will appreciate any report you can send. Just tell us what you did, how you did it, and what the results were. Send your report to:

NATIONAL CONGRESS BULLETIN
600 South Michigan Boulevard
Chicago 5, Illinois

Praise from Afar

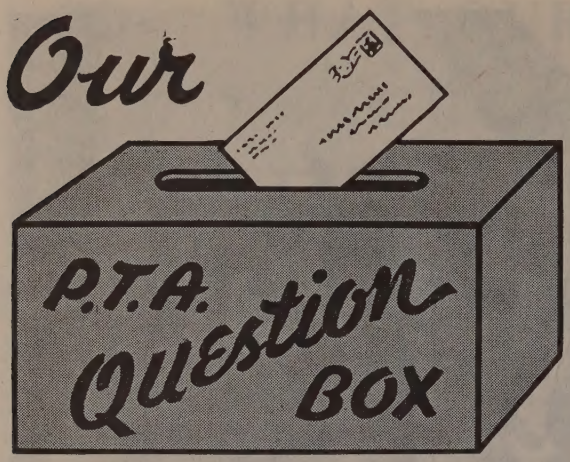
We who read the *National Parent-Teacher* have long been confident that in Bonaro W. Overstreet we have a trusted friend, a wise adviser, and a writer of great distinction. However, it is always gratifying to know that others also accord to her the acclaim we parent-teacher members feel.

Recently *The World in Books* published a favorable review of Mrs. Overstreet's collection of articles, *How To Stay Alive As Long As You Live,* terming it "an invigorating cocktail for the mind."

Are you following the 1946–47 series written by Mrs. Overstreet for the *National Parent-Teacher?* We deem it safe to prophesy that the articles in *How To Think About Yourself* will merit equal praise from many sources.

Alaska now has two thriving parent-teacher associations, one at Anchorage with thirty members and one at Ketchikan with one hundred and twenty-five members.

During October alone, nearly 37,000 persons subscribed to *National Parent-Teacher: The P.T.A. Magazine.*



Q. Is the Birney Memorial in Washington, D. C.?

A. No. The Birney Memorial stands on the high school grounds at *Marietta, Georgia,* the girlhood home of Alice McLellan Birney. In September 1942 at a formal dedication it was unveiled by Alice Birney Robert, great-granddaughter of Mrs. Birney. Marietta is but a short distance from Atlanta, Georgia.

Q. How can I get several extra copies of the *Parent-Teacher Manual?* We are in good standing, and I want to give copies of this publication to some of the other officers.

A. Write to your state congress office for information about the manual and about any publications that come to you free as a part of National Congress service to your P.T.A. The only publications sold directly to local associations or to individual members by the National Office are the following:

The Parent-Teacher Organization: Its Origins and Development. $1.25
Community Life in a Democracy. $1
Children Who Are Exceptional. 50 cents
How To Stay Alive As Long As You Live. 50 cents
Proceedings. $1
You Are Needed in the P.T.A. 35 cents a hundred or $3 a thousand
National Congress Bulletin. 20 cents a year
National Parent-Teacher: The P.T.A. Magazine. $1 a year

Q. How many persons are on the national Board? How are they elected?

A. The Board of Managers of the National Congress is comprised of:

13 national officers
30 national chairmen of standing committees
50 state presidents

The national officers are elected by duly accredited voting delegates at the annual national convention. The state presidents are elected by accredited delegates at state conventions and are members of the national Board of Managers by virtue of their office. The national chairmen are elected by the national officers and the state presidents. Of course, in these elections all rules of correct parliamentary procedure are adhered to, including the important one of selecting candidates through a nominating committee.

Q. Several times we have been instructed to write to "the state office" for information. Where can I find the address of our state office?

A. On your membership card! Each membership card gives the address of the state office, the address of the National Office, and the names of the local, state, and national presidents. The Objects of the organization are also printed on one side of the card.

Q. We were instructed in the last *Bulletin* to use P.T.A. funds for P.T.A. work only. We now have more than $200 in our treasury. We have fixed up the teachers' room; we have landscaped the school grounds; we have bought new belts for the safety patrol boys. There doesn't seem to be much left for us to do. In what way can we use this $200 for P.T.A. work?

A. Many P.T.A.'s go through a period of buying things for the school. It gives parents a feeling of satisfaction to be able to do something tangible for school children, and to be able to do it right away. However, there often comes a time when there isn't anything more to buy. And then again the P.T.A. sometimes realizes that it has probably done all it should do and that from that point on all taxpaying citizens should help to shoulder school expenses. Then up comes the question: "What do we do now?"

When a P.T.A. reaches this stage, it has shed its swaddling clothes and is ready to engage in a program of work that will mean more to the children and to the community than landscaping the school grounds or buying curtains for the teachers' room. It is then ready to tackle fundamental problems of child welfare and parent education. It is ready to spend its funds on a different and more vital type of P.T.A. work. Such associations that have extra funds may use them to:

- Pay an experienced leader in adult education to organize and conduct parent-teacher study or discussion courses.
- Pay the expenses of delegates' attendance at all parent-teacher meetings, including council and district conferences and state and national conventions.
- Defray legitimate P.T.A. expenses of officers and chairmen of standing committees.
- Pay the expenses of special committees set up to do some specific job.
- Secure good speakers for local meetings.
- Assist councils with the preparation of scripts for use on parent-teacher radio programs.
- Make a contribution to the state scholarship fund.
- Purchase subscriptions to *National Parent-Teacher: The P.T.A. Magazine* for the use of officers and chairmen.
- Purchase association subscriptions to *National Parent-Teacher: The P.T.A. Magazine* to be sold on a single copy basis to members at P.T.A. meetings.
- Make the state bulletin and *National Congress Bulletin* available to more members.
- Invest in a recommended bookshelf for parents and have it set up where parents will have easy access to it.
- Buy a parent-teacher bookshelf for the school principal's office.
- Buy extra copies of parent-teacher publications that are distributed by the state and national congresses. (These are always available at cost.)
- Defray the expense of collecting used clothing and sending it *under P.T.A. auspices* to needy persons in the war-scarred countries of Europe and Asia.
- Pay for postage on letters or for telegrams sent to state or national legislators in the interests of the measures sponsored by the state and national congresses.
- Give subscriptions to *National Parent-Teacher: The P.T.A. Magazine* to community and school libraries.
- Honor local persons by presenting each of them with a state life membership.
- Take the initiative in conducting youth forums, teen-age centers, and entertainment programs for the young people of the community, particularly if other groups are not doing this or if the P.T.A. is not already cooperating in such projects.
- Take pictures of local P.T.A.'s at work on some outstanding activity, and send glossy prints of them to the National Congress for nation-wide publicity use.

Of course, all associations may not be in a position to undertake some of these suggestions, and others may not have funds to spend for them. However, all of them are worth considering—if not now, then at some later date. You probably know many other ways to use money for parent-teacher work. We'll be glad to hear from all associations that are using P.T.A. funds for still other types of service, and we'll publish an account of them in an early issue of the *Bulletin.*

Q. Why does California have twice as many parent-teacher members as any other state?

A. Now there's a question! It's one we think should be left to our California friends to answer, so what's the answer, California? Let's have your reasons for publication in the next issue!

Q. Where shall we send our Founders Day gift? We are going to have an outstanding celebration in honor of our Golden Jubilee year, and we want to be sure we have the right address to which to send the money.

A. Send all Founders Day gifts to your state treasurer unless your state congress has instructed otherwise. Fifty per cent of the Founders Day collection is sent to the National Congress *by the state branch.* The other half of the gift is kept by the state congress to extend parent-teacher work within the state.

Q. Can we get more subscription receipt books for *National Parent-Teacher: The P.T.A. Magazine?*

A. Yes, indeed. All you have to do is to drop a postal card to National Parent-Teacher, 600 S. Michigan Blvd., Chicago 5, Illinois, and ask for as many subscription books as you need. Give your name and address, the office you hold in the P.T.A., and the name of your association. Allow three weeks for books to reach you because we can't afford to send them first class.

Q. The associations in our council received subscription blanks for *Parents' Magazine,* and a number of our members used them, thinking they were subscribing to the official P.T.A. magazine. They want the *National Parent-Teacher* because it is their official magazine and they wish to earn credit on their Golden Jubilee magazine certificate. What shall they do?

A. The only thing they can do is to write a nice letter to *Parents' Magazine,* explaining the situation, and ask that the subscriptions sent to them by mistake be canceled. We have no connection with *Parents' Magazine* or with any other commercial publication, and so we cannot give certificates for subscriptions to these magazines.

SUPPLY EXHAUSTED

The following publications are sold out and will not be reprinted. Please, therefore, do not order any of them from now on:

We, the Citizens
Guiding the Young Child
Parents and the Preschool Child

National Parent-Teacher: The P.T.A. Magazine will continue to supply an abundance of material of this type.

HIGHLIGHTS AHEAD . . .

In the November issue of

NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE

What Toys Are Best?

by Christine Heinig

• In an article timed expressly for the Christmas season, the author, an expert in the preschool field, delves into the subject of what toys are really *best.* In choosing children's playthings, which standards really count? And what are the truly wise selections? This article enumerates the valid tests for good toys —facts all parents will surely want to know if they have their child's best interest at heart.

Boys, Girls, and Sex

by S. R. Laycock

• How many sets of teachers has your child? Dr. Laycock, prominent Canadian professor of psychology, believes there are *four* and that sex education has too often been left to only two of them. If you wish to know more about a problem that has troubled many a distraught parent, don't miss this article by the president of the Canadian Federation of Home and School, who as an authority on mental hygiene is eminently qualified to discuss so perplexing a subject.

Shall Mrs. John Doe Teach?

by Gertrude Hankamp

• Are married teachers allowed to teach in your community? Or is the profession still barred to those who wear a wedding ring? This thoughtful article by a discerning educator tells why one capable young woman's talents were diverted to another field. And in doing so it subtly proves that we might ponder well the standards by which we choose our teachers—a subject of concern to every enlightened adult these days.

Growing in Spiritual Grace

by Roy A. Burkhart

• "A child is more than a body; he is a little raw self, with the germ of the Divine in him." With this reminder Dr. Burkhart, a noted pastor and author, lists the steps by which the home can foster and guide the spiritual growth of its children, prophesying that "parents themselves will grow in grace" as well. Here indeed is an article embracing our highest parent-teacher ideals for character and spiritual education.

Books Are Bridges

by May Lamberton Becker

• In keeping with the theme of "Children's Book Week," we have no less an authority than May Lamberton Becker to tell us in her charming style just which "books are bridges" to take our children somewhere. From stories for tiny tots or "middle-aged" youngsters on up to tales for teen-agers, Miss Becker makes recommendations no parents will want to miss particularly if books are on their Christmas list.

How To Think About Yourself III. *You Are the Product of a Culture*

by Bonaro W. Overstreet

• "The commonplace, looked at, becomes strange." Upon this old French proverb, Mrs. Overstreet bases her discussion of the familiar and the strange. What are some of the customs and opinions we take for granted? And what are the things we *shouldn't* take for granted? Although these questions are not exactly new, Mrs. Overstreet's comments on them will induce us to welcome certain kinds of innovation even while we renew our gratitude for much that we accept as commonplace.

"Share Your Christmas! Share Your Friendship!"

The festival, combining the customs surrounding Christmas and Chanukah (the Jewish Feast of Lights), is to be held this year on December 15–16, when gifts and letters will again be exchanged.

With this simple philosophy the World Festivals for Friendship, Inc., invites all of us to give heart, strength, and spirit to the United Nations Charter during the Christmas season.

This organization, seeking to strengthen the bonds of unity among all nations, last December sponsored the first World Christmas Festival, which was celebrated simultaneously in all free countries. More than 200,000 gifts were donated by the youth of America and shipped to the children of less fortunate nations.

World Festivals for Friendship is developing a broad program to foster closer relationships among the schools and colleges of the world. A good-will service for students and teachers in the various countries is of interest to all who are concerned with better international understanding.

Local chairmen of world citizenship and international relations may obtain information about the undertakings of World Festivals for Friendship by writing the World Education Service Council, Inc., 2 West 45th Street, New York 19, New York.

GLANCING AT CONVENTION THEMES

What have been the challenging keynotes of state parent-teacher programs in the past year? How have convention themes in various states differed, and in what ways were they alike? If we think of them as symbols of interest—as guideposts of endeavor—we can gain from a survey of them a broad perspective of parent-teacher thinking as a whole.

For their conventions during the past year many of the states of course adopted the national themes of 1945 or 1946—"Together We Build" and "Laying Firm Foundations." Others showed the same determination to shape the course of the future in choosing "Tomorrow Begins Today"; "Face Facts Today, Work for Tomorrow"; "Today's Building, Tomorrow's Assurance"; "Build Today for a Better Tomorrow"; "Looking Toward New Horizons"; and others along similar lines.

A oneness of thought and effort was urged in "Forward Together" and "United We Build." Some states looked to the ideal of world fellowship in using such themes as "Learning To Live in a Larger World" and "It Is Now Our Task."

On the other hand, several convention groups chose to concentrate on one aspect of the parent-teacher program, as, for example, "The Community—Our Responsibility"; "Character—The Cornerstone of Citizenship"; and "Our Responsibilities in Education."

The themes in general were not limited to immediate problems, urgent as they may be, but showed instead an understanding of our larger parent-teacher goals. Respect for the Objects of the parent-teacher organization, confidence in our ability to better the world through unified activity, and eagerness to guide today's youth toward a world of peace and progress—all these are reflected in the list of themes chosen.

COME TO THE GOLDEN JUBILEE CONVENTION!

The 1947 convention of the National Congress will be held in Chicago on June 2, 3, and 4, and plans are already being made for this Golden Jubilee meeting. The choice of such a centrally located city will enable parent-teacher leaders from all sections of the country to attend the memorable sessions of this convention, which will fittingly commemorate our fiftieth birthday as a great national organization.

A GIFT FOR YOURSELF AND FOR YOUR FRIENDS

Haven't you often wanted to give *yourself* a Christmas present? One that you'd enjoy the whole year through? Well, we know a treat you owe yourself—a one-dollar subscription to the *National Parent-Teacher!* It's more than a gift to be opened just once; it will visit your mailbox ten times a year, bringing within its pages a priceless amount of profitable, pleasurable reading.

In fact, you'll probably want to make sure your friends also have the privilege of seeing its timely, thoughtful articles. And, after all, where could you possibly find a more valuable gift at such an inexpensive price?

Plan now to solve your holiday shopping in this simple but successful fashion: Give subscriptions to *National Parent-Teacher: The P.T.A. Magazine.*

• SUBSCRIPTION BLANK •

National Congress of Parents and Teachers
600 S. Michigan Boulevard, Chicago 5, Illinois

☐ I am enclosing 20 cents. Please send the NATIONAL CONGRESS BULLETIN for one year to the following address.

☐ I am enclosing $1. Please send NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE for one year to the following address.

☐ I am enclosing $1.20. Please send the NATIONAL CONGRESS BULLETIN and NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE for one year to the following address.

PLEASE START THE SUBSCRIPTION WITH THE CURRENT ISSUE.

*Name*_____

*Street and Number*_____

*City, Zone, and State*_____

Make check or money order payable to the National Congress of Parents and Teachers.